

# **EXPLORING DYSLEXIA STUDENTS' STRATEGIES IN LEARNING ENGLISH**

## **THESIS**

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN  
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# THESIS

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The Bachelor Degree of Education in English Language Teaching

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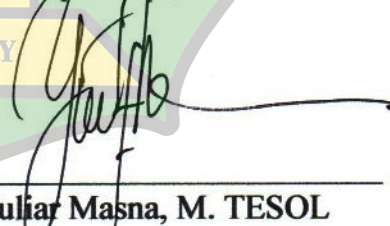
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**Exploring Dyslexia Students' Strategies in Learning English**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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## ABSTRACT

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Dyslexia has been one of the disorders that really demand extra attention in a society. Moreover, many of us are quite unusual with dyslexia students because most of the study about dyslexia comes from English-speaking countries. There is growing evidence that learning to read English is more difficult than learning to read other languages. Therefore, the objective of this research is to examine and recognize certain specific strategies for students of Dyslexia in learning English. The data are obtained from 3 Senior High School Students of SMAN 1 Bandar Baru who experienced the dyslexia through participant observer and semi-structured interview methods. In this research, qualitative research is used as an approach towards this research. The material obtained from interviews was transcribed and analyzed. In the analyzing data, there were three steps that has been used. First, transcribing data obtained by interviewing. Second, coding the data based on the interviewees' answer. The last, describing the data regarding dyslexia students' strategies in learning English. The research results point out that any student with dyslexia has different personal strategies for learning English, and that their personal strategies have a major effect on learning English. The students used both Cognitive Learning Strategy and Behavior Learning Strategy. Additionally, the more often dyslexia students use the strategies, the more easier they feel to learn English.

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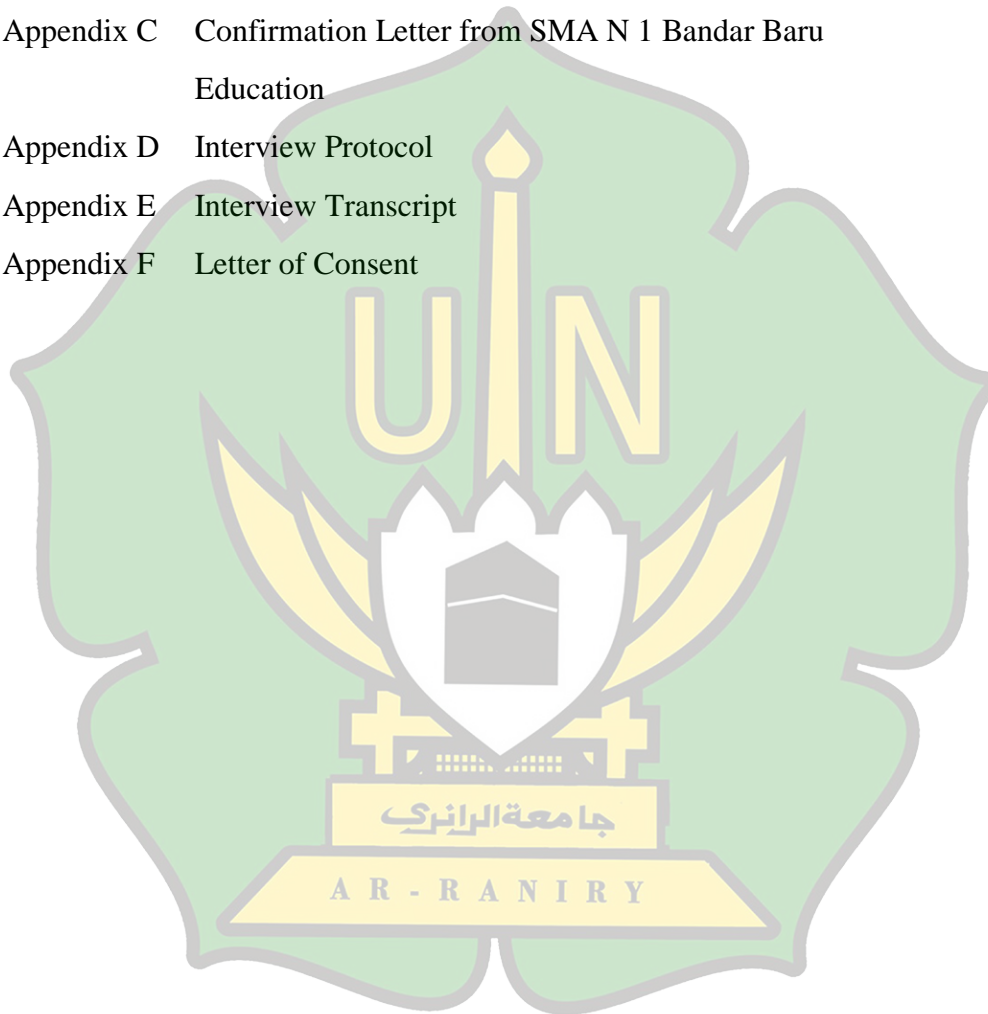


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## **CHAPTER I**

### **INTRODUCTION**

This chapter reveals several points explaining the reasons for conducting this study. It consists of the background of the study, research question, research aim, the significance of the study, and terminologies.

#### **A. Backgrounds of The Study**

Dyslexia is one of the disorders that still requires special attention from every circle in society. However, many of us are still unfamiliar with dyslexia students. However, there is evidence to suggest that learning to read English is quite difficult than other languages. Ziegler, Perry, Ma-Wyatt, and Ladner (2003, p. 171) asserted that “learning to read English is harder, and possibly qualitatively different, from learning to read other languages.” There is differences between learning to read English and Indonesian. Indonesian students with dyslexia find an extra difficulties in reading English.

In various countries, a variety of studies have been studied about dyslexia. However, most of them used a monolingual research design. Ziegler et al (2003) observed a monolingual research design means that they did not evaluate dyslexia from different countries on similar task and stimulus material result. For this purpose, study on developmental dyslexia is crucial. Habib (2000, p. 2374) defined developmental dyslexia “as a specific and significant inpairment in reading abilities, unexplainable by any kind of deficit in general intelligence, learning opportunity, general motivation or sensory acuity.” Whereas reading is a skill in communication that is very important in this modern era.

There are many complex problems that need to be considered in developing the proper definition of dyslexia. Jamieson and Morgan (2008) identified some things we can say with certainty about dyslexia; first, developmental dyslexia has a genetic and neurological basis; second, for more than twenty years many have known that the main area of weakness of dyslexia is related to the language processing aspect of speech sounds; third, dyslexia existed along the intellectual spectrum. So, there is no relationship between dyslexia and general intelligence.

The International Dyslexia Association (2014, p. 2) defined “dyslexia is a specific learning disability that is neurological in origin. Difficulties with accurate word recognition and poor spelling and decomposition skills are characteristics. This is usually caused by a deficit in the phonological component of language that many people do not suspect about its association with effective classroom instruction and other cognitive abilities. Inhibition of the growth of vocabulary and knowledge which is a problem in understanding and reading experience that is lacking is a secondary consequence of dyslexia itself (Jamieson & Morgan, 2008). The dyslexia students had difficulty spelling words in English. Lama (2019) stressed that dyslexia students have problems remembering the spelling of words, they may see the letters move when reading.

Students with dyslexia need an extra explanation about material during the learning process because they could not grasp learning quickly. Dewi and Mirani (2012) explained, dyslexia students have deep difficulties following the learning process because of their slow progress in learning due to their deficits. They need

explanation many times to be able to understand a material. The dyslexia students also had a problem regarding the learning process in the class. This problem concerns the way the teacher teaches them a material. In 2003, Exley argued that a strong theoretical basis says that teaching and learning styles are very influencing learning quality for dyslexia students.

The existence of a central role in phonological disorders in the development of dyslexia is evidenced by the strongest findings in the domain of cognitive mechanisms that lead to dyslexia. Habib (2000) stated that the repeated demonstrations about the core deficits responsible for reading disorders are strong phonological links with spoken language. It is now clear that the main problem with dyslexia is related to phonological processing. Siegel (2006) stressed that children need to map the written word on the spoken word while learning to read. This will be very helpful in the process of learning to read. Students with dyslexia must understand very well about it for the sake of the smooth learning process.

Reid (2005) pointed out that the neurological basis for dyslexia is evidence that the brain structure and nerve connections needed to process information can develop differently in every dyslexic child. Dyslexic children may have faintly different characteristics from each other. A method that might work for one dyslexic child may fail in another dyslexic child. It means that these characteristics can have different effects on each dyslexic child. So, it is very important for every student with dyslexia to understand every characteristic they had when using a method or certain strategies.



Razali and Zulfikar (2018) argued that the main and foremost prerequisite in creating good learning takes place is called effective teaching. Sudek and Encinas (2019) identified that there are some useful, easily implemented strategies in any traditional classroom; give them extra time when the examination process is taking place by distributing them first and collecting the last; the teacher makes sure to understand each dyslexic student by providing personal instruction; provide opportunities for dyslexic students to sit closer to the blackboard to avoid focusing on learning; use a different colour according to what dyslexic people like to write in their workbooks, which are usually printed in black and white; to improve information audiovisual skills can be by watching the spelling video.

Dyslexia students need to understand the way they use the strategies they want to use in the learning process. “Good strategy user is who possesses three kinds of knowledge about strategies: declarative, procedural and conditional” (Iqbal, Sohail, & Shahzad, 2010, p. 4717). It is an evident from a number of studies that strategies have a positive effect on the achievement of students. Therefore, recognizing the characteristics of dyslexic children will greatly help hope for a good future. So that way, these parties can apply everything according to the needs of dyslexic children, especially for dyslexia students themselves. It is very important to know the strategies that are suitable for each dyslexia student.

The subject of the research are dyslexia students in Senior High School who are learning English in a learning room where there are more students without dyslexia. They will be a subject by observing their ability in the learning process based on the type of dyslexia students. Thus, I can identify whether they

are dyslexia students or not. Because it is essential to make sure that they are the right subject for this study.

All previous studies listed above are about dyslexia that becomes a specific learning disability associated with genetic and neurological basis. Those previous research explained dyslexia students' strategies in a room where all students are dyslexia students. Because the previous studies did not explain the dyslexia students' strategies where not all students are dyslexia, therefore, the researcher wants to know certain specific strategies of dyslexia students in learning English where there are more students without dyslexia. Based on this problem, the researcher conducted the research by the title "Exploring Dyslexia Students' Strategies in Learning English".

#### **B. Research Question**

Based on the background and the problem of study above, the research question in this thesis is: What strategies are used by dyslexia students in learning English?

#### **C. The Aim of the Study**

Based on the problem that has been described, the aim of this study is to find out various strategies used by dyslexia students in learning English.

#### **D. Significances of the Study**

This study would like to explore dyslexia students' strategies in learning English. The result of the study is expected to have benefits for:

### **1. *Students***

Based on this research, the researcher hopes that students with dyslexia are aware of their differences with others. They are aware of the strengths and weaknesses they have. So, they can adapt it to others and realize that they need something special for their future education.

### **2. *Teachers***

For teachers, the researcher hopes this study will make every teacher more sensitive to children who have dyslexia in order to elaborate on teaching or treating them according to the dyslexic children's needs. Researchers are also expected to be able to help teachers use appropriate strategies for teaching English to dyslexic students. So that teachers can achieve the desired results in the learning process.

### **3. *Parents***

The result of this study also expected that parents know what the future holds for their dyslexic children. The researcher hopes that parents who have dyslexia children will explore different schools and programs for their children. So that parents can also be more sensitive to shortcomings and needs in accordance with their children.

## **E. Terminologies**

To avoid the ambiguous meaning of some terms in this research, the writer gives the operational definition of the topics.

## 1. *Dyslexia*

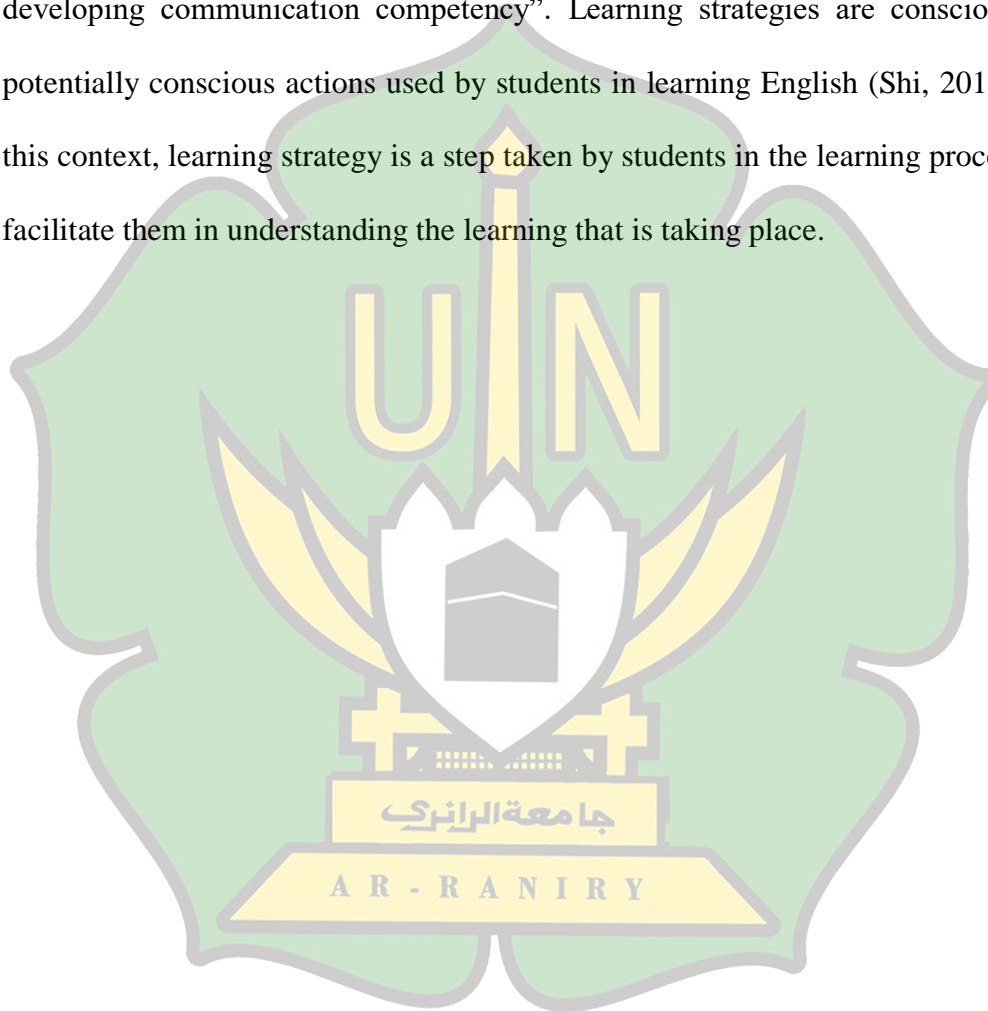
The word dyslexia has Latin and Greek roots. The “dys” part is Latin for “difficulty,” and “lexis” is Greek for “word” (Pollock, Waller, & Pollit, 2004). Wood (2006) claimed that dyslexia is a disorder that affects the child's ability to read and write. A dyslexic child usually has difficulty recognizing, issuing, and spelling (Wood). Sutton and Shields (2016) maintained that dyslexia originates from neurological causes of specific learning disabilities, difficulty in recognizing, spelling, and deciphering words accurately is a hallmark. The cause of these difficulties is usually influenced by deficits in the phenological component of language which are not expected to be related to cognitive abilities and effective classroom instruction. This results in problems in reading comprehension and experience that can develop vocabulary and background knowledge. In this research, dyslexia refers to the inability of students to learn certain learning which causes problems in terms of reading or understanding knowledge.

## 2. *Strategy*

Nickols (2016, p. 1) defined strategy as “a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends”. Generally, strategies are often referred to as ways or steps to achieve something. In this study, the researcher tries to find out various strategies used by dyslexia students in learning.

### 3. *Learning strategies*

Amir (2018, p. 94) defined “learning strategies as steps taken by students to enhance their own learning, and they are important for language learners because they are tools for active, self-directed involvement, which is essential for developing communication competency”. Learning strategies are conscious or potentially conscious actions used by students in learning English (Shi, 2017). In this context, learning strategy is a step taken by students in the learning process to facilitate them in understanding the learning that is taking place.





## CHAPTER II

### LITERATURE REVIEW

This part of study deals with a description about relevant literatures. The chapter explains some components, those are definition of dyslexia, causes of dyslexia, types of dyslexia, definition of strategy, definition of learning strategy, and types of learning strategy.

#### **A. Dyslexia**

##### ***1. Definition of Dyslexia***

There are many types of disabilities, one of those is dyslexia. There is much confusion as to what dyslexia is. Not only has understanding of the disorder developed and changed but there are still differing theoretical views. It may seem that dyslexia quite simply defies definition. Generally, dyslexia is a learning difference, a combination of strengths and weaknesses which affects the learning process in reading, spelling, writing and sometimes numeracy. According to Chisom (2016, p.1), “dyslexia is typically characterized by ‘an unusual balance of skills. Dyslexia is a syndrome: a collection of associated characteristics that vary in degree and from person to person.” Snowling (2015) also contended that dyslexia is a neurodevelopmental disorder with possible genetic causes, and it is generally agreed that women with dyslexia are fewer than dyslexic men. So, men tend to have greater dyslexic disorders. Nijakowska (2010, p. 4) defined that “dyslexia constitutes a neurological condition with genetic traces and is typically designated with phonological processing impairment at the cognitive level”.

Finally, based on the definition given by experts above, it can be inferred that dyslexia is a difference in the learning process that influences the effectiveness that takes place throughout the learning process.

## **2. Causes of Dyslexia**

Experts have different ideas about the causes of dyslexia. But here the major facts and hypothesis brought to light by extensive investigations of the causes of dyslexia.

### **a. Genetic Mechanisms in Dyslexia**

One of the long-standing efforts in explaining the cause of dyslexia is genetic theory. Nijakowska (2010) pointed out the relationship between the occurrence of disturbances and the anatomical and functional features originating from the central nervous system, which is a determination of the difficulty in reading and spelling.

Lundberg and Høien (2001) claimed that genetic causes might be even 50%-60%. This cause comes from family. Snowling et al (2007) affirmed the increased risk of dyslexia among adolescent children who are descended from dyslexic parents, which is known through examination when they are 3 years and 9 months, then at ages 6 and 8 years. It means that the most likely cause is due to inheritance from parents who also have dyslexia, which genetic influences originating from these parents have links with the central nervous system.

## b. Brain Mechanisms in Dyslexia

Poor phonological processing is a major difficulty experienced by dyslexic children. Nijakowska (2010) clarified this cause is caused by poor phonological processing which causes certain disturbances in the structure or function of the brain area assigned to the language processing task. The characteristics of dyslexic individuals such as brain anatomy, brain activity, and brain function that often look different than individuals without dyslexia.

Siok et al (2008) provided interesting data from Chinese and non-alphabetical language studies that show that brain anomalies that vary in dyslexic readers in China are not like alphabetic dyslexia which does not show functional or structural differences from regular readers in more posterior brain systems. Thus, the structural and functional basis for dyslexia in alphabetical and non-alphabetical languages varies.

## c. Phonological Coding Deficit Hypothesis

### 1) Phonological abilities

“Phonological processing (implicit phonology) refers to children using speech, without reflecting on the structure of spoken words” (Nijakowska, 2010, p. 43). It means that these children tend to be asked to focus on the use of speech without regard to the structure of the words the child is saying.

### 2) Phonological difficulties in dyslexia

Phonological problems that occur before reading appearance are the cause of subsequent reading disorders. Nijakowska (2010, p. 47)

emphasised two strong assumptions about this "first, in children who are later diagnosed with dyslexia, instructions for reading deficits pre-date phonological deficits, secondly, the severity of reading disorders (consequences) can be predicted by the level the severity of phonological processing (cause)". It means that this cause is a continuation of the previous problem so that it can be seen from the difficulty of phonological processing.

#### d. Double-deficit Hypothesis

Nijakowska (2010) argued that phonological core deficits and a decrease in planting speed are two independent sources that underlie the dyslexia difficulties that are suggested by the double deficit hypothesis (DDH). It means that phonological core deficits and decrease in planting speed are something that has a big role to play with the difficulties experienced by people with dyslexia.

Cirino et al (2005) extended the applicability of DDH beyond children, supporting the fact that both phonological processing and visual naming speed seem likely to predict reading deficits in adults. So, this cause is not only experienced by children with dyslexia, but also experienced by adults who are also dyslexic.

### 3. *Types of Dyslexia*

Experts have different ideas about how dyslexia should be broken down into subtypes. More research needs to be done in this area. But here are some of the more widely mentioned "types" of dyslexia you might hear about.

a. Phonological Dyslexia

Phonological dyslexia is a difficulty with phonemic awareness in recognizing the sounds of individual letters in a word which then the sounds are combined into a word, it is difficult for them to break words into syllables, and to connect letters and words with the appropriate voice (Higuera, 2018). So, this type tends to have difficulty recognizing the sound of the letters and difficulty in breaking down words into smaller syllables. This type also has problems in adjusting when connecting words or letters that match the desired sound.

b. Surface Dyslexia

This type has no difficulty in issuing new words but they struggle with using vision in recognizing common words, they need more time to recognize certain words instantly without taking them out. (The Understood Team, 2014). Puji (2019) explained surface dyslexia as a condition characterized by an inability to recognize word for word, causing it to remember and learn difficult words. So, this type only has problems in time management. They tend to need more time in recognizing or learning certain words quickly.

c. Rapid Naming Deficit

The Understood Team (2014) stressed this type has problems naming things like letters, numbers and colors when they see it, sometimes they can indeed mention it, but it takes longer to mention a large number in sequence. So, this type tends to have problems in naming things when they see it and they are also difficult to mention something that must be sequential.



#### d. Double Deficit Dyslexia

A double deficit means that individuals with dyslexia struggle with two aspects of reading, where they have problems with the identification of sounds in the form of words and the speed at which they are implanted (The Understood Team, 2014). Double deficit dyslexia is characterized by an inability to separate sounds to say letters and numbers (Puji, 2019). So, this type tends to have problems in terms of speed of understanding of the form of words they learn. In addition, they also have difficulty in distinguishing two things, namely the pronunciation of letters and numbers.

### A. Strategy

#### 1. *Definition of Strategy*

The use of strategies is of fundamental importance in language learning. Shi (2017, p. 25) defined that “strategy can make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. So, it can be interpreted that the strategy is the process of achieving the desired learning goals in a way that is easier for students to use.

### B. Learning Strategies

#### 1. *Definition of Learning Strategies*

There are a lot of definitions about learning strategy which have been defined by experts who are concerned about this matter. According to Longman Advanced American Dictionary the word “learning” means knowledge gained

through reading and study, and “strategy” means a well-planned action for achieving an aim (2007, p. 908). Language learning strategies make the learning process easy for English learners to master material both individually and in groups (Amir, 2018). Therefore, implementation of appropriate learning strategies is related to students' self-management behavior. So, learning strategies are ways that are used in the learning process to make it easy for students to understand the material presented.

## **2. *Types of Learning Strategies***

The fundamental importance of learning strategies is to make it easier to implement a variety of learning methods and techniques. There are varieties of learning strategies to help students take more responsibility for their own learning and enhance the process of teaching for learning. Warr and Allan (1998) distinguished into three categories of learning strategies.

### **a. Cognitive Learning Strategy**

Warr and Allan (1998) affirmed cognitive learning strategy is the skill in rehearsing a material to be learned or in organizing it into the main theme. Therefore, in order to maximize the cognitive learning strategy, students need to figure out several tactics which enable them to help them. Cognitive learning strategies are separated into three sub-groups: attention strategy, organization strategy and coding strategy.

#### **1) Attention strategy**

The way of students on learning independently in adopting several strategies by paying attention in accordance with targeted learning

(Gagne & Driscoll, 1998). It means students need to highlight and take note during the learning process. This strategy really helps students to repeat the material they have learned in the home.

## 2) Organization strategy

The psychologist Allan Paivio in a journal published by Exploring your mind (2018) explained organization strategy works by creating a consistent box to put the information. This strategy helps students to keep all the related information in one. For example, it is easier for students to remember a list of words if you form a sentence with them. Thus, this strategy makes students easier when they have forgotten some materials they have learned.

## 3) Coding strategy

Filcher and Miller (2000) stressed coding strategy is a process that links information that has just been learned with information that has been learned before. According to Kafadar and Tay (2014, p. 260) using coding strategies is “making symbolic structure to contribute information that should be learned by a student”. This strategy makes students easier to access the information.

## b. Behavioral Learning Strategy

Warr and Allan (1998) explained behavioral learning strategy as preferences for seeking help from others, for trial and error or for written instruction. This type of learning is related to the ways that students gain self-determination that can be from their own selves or others. Sharing their

thoughts to others can be essential to find out other opinions or sources in order to improve student capacity in learning.

Behavioral learning strategies consist of practical activities that are probably of particular relevance to the interaction with materials and equipment needed in many occupational training sessions (Warr & Allan, 1998). Students need to improve interpersonal help-seeking to obtain assistance from other people to make them support them understand the materials easily. Warr and Downing (2000) mentioned practical application is a strategy to improve students' knowledge by using practice because it is more than mental or active help-seeking.

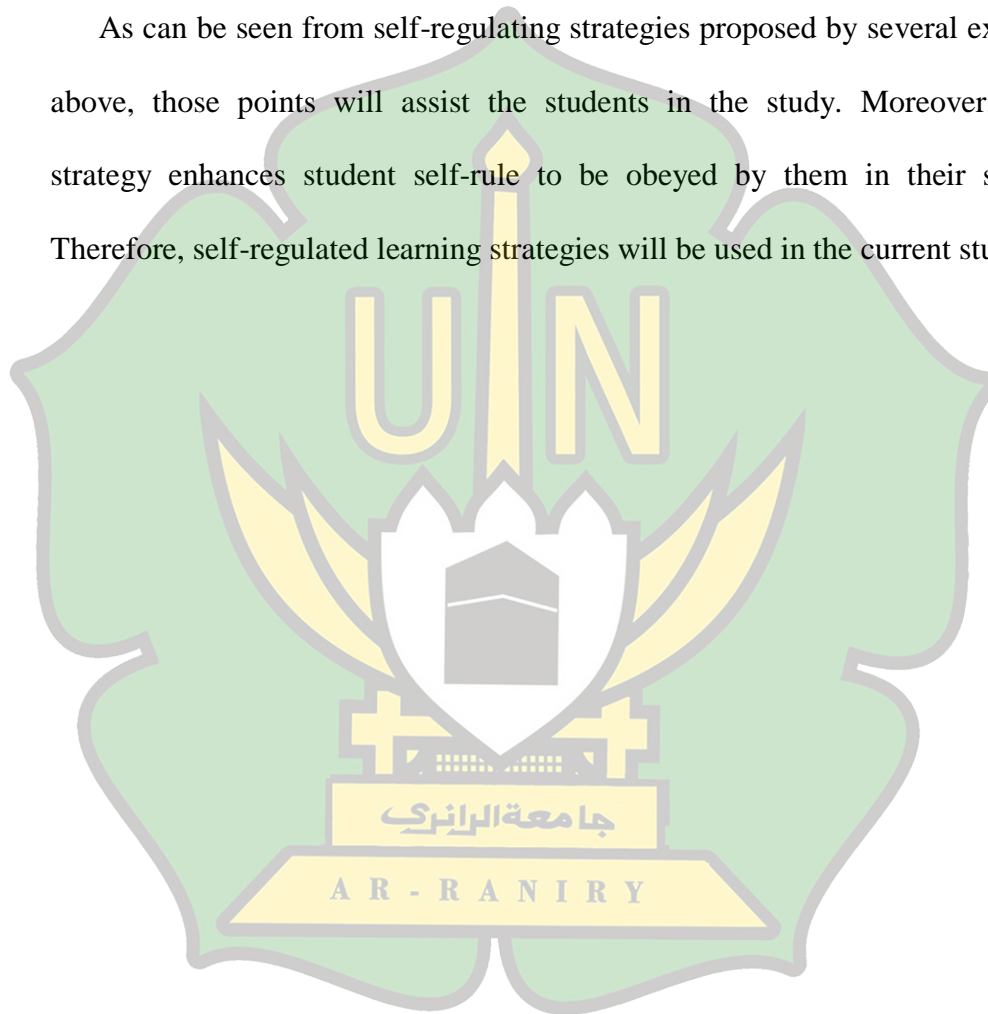
Behavioral learning strategy is essential for students in associating with their ability to do something or solving problems in the learning process. Generally, most students are often using this strategy to support their learning process because this strategy is really helpful for students who had problems in learning. So, this strategy is a good strategy for every condition of students.

#### c. Self-regulating Strategy

Self-regulating strategies is “a combination of academic study skills and self-discipline that makes learning easier, so that the students get more motivated” (Glynn et al., 2005, p. 112). This is essential in enhancing students' management skills otherwise they may face less motivation and may result in failure in academic life.

In terms of self-regulating strategies, several aspects should be looked out. Zimmerman (1990) pointed out self-regulating strategy emphasizes the importance of personal responsibility and knowledge control and skill. These strategies are important for students when being a university student.

As can be seen from self-regulating strategies proposed by several experts above, those points will assist the students in the study. Moreover, this strategy enhances student self-rule to be obeyed by them in their study. Therefore, self-regulated learning strategies will be used in the current study.





### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter presents the descriptions of the research setting, research design, research participants, method of the data collection, and method of the analysis.

##### **A. Research Design**

Creswell (2008, p. 297) maintained that research design is used “to collect, analyze, and interpret data using quantitative and qualitative research”. In this study, the researcher uses qualitative research as the research design. In the qualitative research, the researcher uses observation and interview to collect the information from the interviewee. Creswell (2009) stated that qualitative research is a type of educational research that aims to explore and understand the meaning of individuals and groups related to social or human problems. The researcher would like to find out an appropriate strategy used by dyslexia students in learning English by using qualitative research.

##### **B. Research Participant**

###### **1. Population**

Population is a generalization area that consists of objects or subjects which become certain quantities and characteristics determined by researchers to be studied and can produce conclusions (Sugiyono, 2016). In brief, a population is the whole of the individuals or units (Hanlon & Larget, 2011). The population of this study is students in Senior High School of SMA N 1 Bandar Baru.

## 2. *Sample*

Creswell (2008) stipulated that sample is the core group of the target population to be studied by researchers with the aim of making generalization to the target population. Sample is a portion of the number and characteristics possessed by the population (Sugiyono, 2016). The sample in this study is three dyslexia students at Senior High School of SMA N 1 Bandar Baru.

In choosing the sample, the researcher used purposive sampling in conducting this research. According to Ritcie and Lewis (2003, p.79) purposive sampling as “members of sample are chosen with a purpose to represent a location or type in relation to the criterion”. As research subject, an dyslexia student was involved with the following criterion:

- a. Appears brightly, highly intelligent, and articulate but unable to read, write, or spell at grade level.
- b. Labelled lazy, dumb, careless, immature, “not trying hard enough”, or “behavior problem”.
- c. Feels dumb, has poor self-esteem, hides or covers up weaknesses with ingenious compensatory strategies, easily frustrated and emotional about school reading or testing.
- d. Talented in art, drama, music, sports, story-telling, sales, or designing.
- e. Seems to “zone out” or daydream often, get lost easily or loses track of time.

### **C. Method of the Data Collection**

In getting and collecting the data the researcher will use some techniques. Those are observations and interviews.

#### **1. Observation**

Observation is a process that is carried out directly by observing something that wants to be investigated at the research site to get information (Creswell, 2008). In this study, the researcher uses participant observers for collecting the data. Creswell stressed participant observers are observers who involve themselves in the participant's activities. This activity is carried out by the observer while being a participant from the observed activity. So, the researcher observes it within the activities. This observation was observed in the first meeting. In the observation section, the researcher observed by teaching all of the students in the learning room. Because it is a participant observer, the researcher is involved in the activities and identifies the learning process.

#### **2. Interview**

According to Creswell (2008, p. 225) “a qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answer”. In the interview section, the researcher uses semi-structured interviews. Semi-structured interviews use a combination of closed and open-ended questions in conversation with one respondent at the same time, often accompanied by follow-up questions, why or how (Adams, 2015). So, the researcher prepares some list of questions to be interviewed but the researcher also can ask for other follow-up questions related to questions that have been

prepared. The interview has been conducted after observing the dyslexia students' strategies in learning English. The researcher would like to conduct the interview with dyslexia students. The interview time took 15-20 minutes for each participant.

#### **D. Method of the Analysis**

In the data analysis, the first time the researcher does is collecting the data to be analyzed, namely transcribing field notes, then the researcher reads through the data, and the last the researcher codes the data for themes to be used in the research report. Creswell (2008, p. 256) defined "themes are similar codes aggregated together to form a major idea in the database."

In the process of analyzing data, the researcher transcribed the data which is commonly called the transcription process. Creswell (2008) emphasised that transcription is a process of changing text data from audio-tape recording or field-notes. After the interview results have been made in the form of transcripts, the researcher processed the data, then filtered the data that is important and needed for this research, then group the data into groups based on the theme of the questions during the interview. After that, researchers code the data to make it easier to analyze.

After each data is analyzed, the researcher analyzes the data that has a connection with the research objectives by identifying patterns and making connections on each of these data. After the data is identified and the link is found, the researcher interprets the data and explains the findings. After the data is

analyzed, making a judgment based on the theme would be carried out. When making judgments, researchers can use interview results as evidence.





## **CHAPTER IV**

### **FINDING AND DISCUSSIONS**

This chapter provides findings and discussions based on the data that the researcher obtained from observation and interview. This study is about dyslexia students' strategies in learning English based on the result from a data interview.

#### **A. Research Findings**

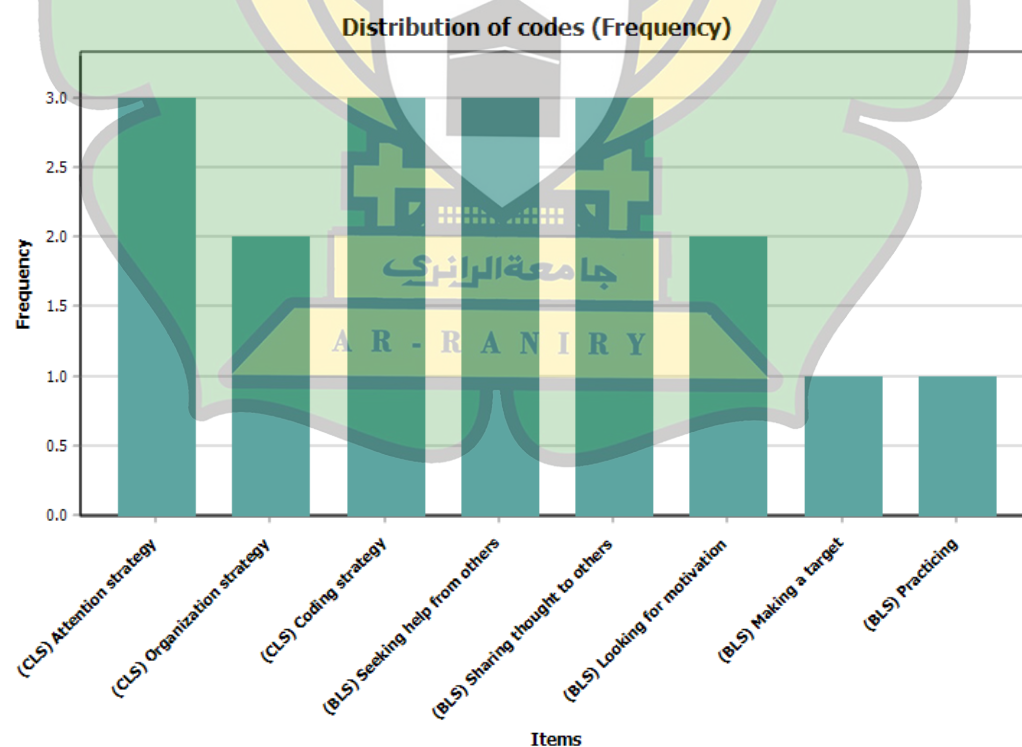
The research findings were explained based on the research question. The research question was "What strategies are used by dyslexia students in learning English". To answer the research question, the researcher provided interview findings. The researcher interviewed 3 students of SMA N 1 Bandar Baru.

In this section, the researcher would elaborate on research findings of the data from the interview. Semi-structured interview was used to find more in-depth information from dyslexia students. In the interview, there were four main questions and some supporting questions that were asked. All of the questions are related to their strategies in learning English. The interview process took 10-20 minutes for each respondents. The data of this research was the interview result which is analyzed qualitatively. The students were student-1 (FH), student-2 (SH) and student-3 (FT). All the participants were given the same questions by the researcher to assess their strategies in learning English. Based on the interview, the results are varied.

Coding investigations were carried out to extract information on participants' responses in analyzing the data. This confirms the suitability of

matters for each element of the instrument's theoretical structure. All responses are coded specific and categorized below according to theme. After going through several processes, the researcher obtained several findings which were organized into four points. The four points are based on research questions. The first point is perception on learning English for dyslexia students. The second point is the problems they face in learning English. The third is the strategies they use in learning English. The last is the conveniences after using strategies in learning English.

The bar chart below is the result of coding all items from the list of questions posed to participants, which includes Cognitive Learning Strategy (CLS) and Behavior Learning Strategy (BLS).



*The bar chart 4.1 shows the coding of result interviews from the participants.*

There are many types of strategies in learning English. Based on the code that has divided into two types in general, there are Cognitive Learning Strategy (CLS) and Behavior Learning Strategy (BLS). The bar chart shown that two of the participants experienced in organization strategy and looking for motivation. In the bar chart, there are a number of other types of strategies that appeared in the analyzed segments that show all participants are experienced. They are attention strategy, coding strategy, seeking help from others, and sharing thoughts with others. Then, only one of the participants experienced making a target and practicing as a strategy in learning English. Hence, all of the participant are experienced using different and varied strategy in learning English.

All the participants were given the same questions by the researcher to assess their strategies in learning English. Based on the interview, researcher decided the strategies into two types. Each type has subtypes that is highlighted based on the answers. The strategies that the participants dealt with the problem varied. The following points are the interview results.

### **1. Cognitive Learning Strategy**

The results showed that all participants used this strategy to support their English learning process. The Cognitive Learning strategy was divided into three subtypes. There are attention strategy, organization strategy, and coding strategy. Participant 1 said that he experinced in using coding strategy and attention strategy in the learning English. While participant 2 and 3 said that they experienced in using all the cognitive learning strategy. Thus, all of the participants are experienced in using a variety strategy in learning English.

Participant-1 said:

*“Kalau untuk bisa vocabulary yaa belajar tiap hari. Terus kalau saya sendiri, fokus dengan vocab di sekitar saya dulu. Misalnya di kelas harus tahu vocab-vocab yang di kelas semua dulu, seperti kursi, meja, dinding, lampu, sudah tahu semua itu baru diulang nanti apakah betul-betul sudah tahu dengan cara mengetes diri sendiri. Baru nanti dimulai dengan vocab-vocab diluar kelas atau diluar rumah. Terus pengalaman saya sendiri, pelajaran yang sudah guru ajarkan hari ini, saya akan mengulangi lagi ketika sudah berada di rumah. Saya akan belajar lebih dalam lagi tentang materi tersebut. ” (S1. 1.3, 1.1)*

Translation:

For understanding vocabulary, i learn every day. Sometimes, I also set a target, for example, 1 day should be able to remember 1 vocabulary. Then I am myself, focusing on the vocabulary around me first. For example, in class i have to know all the vocabularies in class first, such as chair, table, wall, lamp, after knowing all of that vocabularies and then repeat it again, whether I know or not by testing myself. After that, I start with vocabulary outside the classroom or outside the house. Continue to my own experince, the lesson that the teacher taught today, I will repeat it again when I am at home. I will learn more about the material. (S1. 1.3, 1.1)

Participant-2 said:

*“Biasanya kalau tentang rumus itu, seringnya diulang-ulang dirumah. Misalnya kan dikamus ada rumus-rumusnya, nanti disitu baca-baca juga sama lihat-lihat contohnya kaya pakai contoh-contoh yang lain. Terus sering juga dihubungi ke materi-materi yang sudah dipelajari sebelumnya. Kaya antara rumus ini dengan rumus ini apa perbedaannya. Jadi nanti bisa lebih ingat dan lebih ngerti kalau udah membandingkan dan mengetahui perbedaan-perbedaan rumus yang baru dipelajari dengan rumus yang sudah dipelajari sebelum-sebelumnya. Kalau tenses saya juga ada buku khusus untuk menulis materi tenses supaya memudahkan dalam mengingat.” (S1. 1.1, 1.2, 1.3)*

Translation:

Usually when it comes to the formula, it is often to repeat at home. For example, in the dictionary there are formulas, later there, read and read the same thing, look at the examples, like using other examples. Continue to the materials that have been studied before. Rich between this formula and this formula what is the difference. So later you can remember and understand better if you compare and know the differences between the newly learned formulas and the ones that have been studied before. For the tenses, there is also a special book for writing tenses to make it easier for me to remember. (S1. 1.1, 1.2)

Participant-3 said:

*“Kaya vocabulary diulang-ulang lagi sampai bisa mau sebanyak apapun itu. Karena itu tergantung sama kesusahan suatu vocab gitu. Kalau materi secara keseluruhan, kadang enggak bisa juga karena guru Cuma menjelaskan sekali. Terus kalau materi tenses yaa buat kalimat gitu yang sama lah tapi pakai rumus yang berbeda-beda. Misalkan satu kalimat dipakai dalam beberapa rumus yang berbeda. Kalau untuk vocab, sesekali saya mengelompokan vocab-vocab tersebut sesuai tempatnya. Karena kalau dikelompokan akan lebih mudah gitu untuk dihafal ataupun untuk di ingat gitu. Terus ada juga saya hafal dulu bacaanya, kalau udah bisa hafal baru coba tulis gitu. Jadi saya mempraktekan dua cara tersebut.”*  
(S3. 1.1, 1.2, 1.3)

Translation

As vocabulary that needs to repeat again until I remember as much as it was. Because it depends on the difficulty of a vocabulary. If the whole of material, sometimes I can't because the teacher only explains it once. Then if the tenses material, I made a sentence but uses a different formula. It means one sentence is used in several different formulas. As for vocabulary, occasionally I classify the vocabularies according to their place. Because if they are grouped it will be easier to memorize or to remember. Then I also memorize the vocab first, when I can memorize it, then I try to write it down. So I practiced these two ways. (S3. 1.1, 1.2, 1.3)

## **2. Behavior Learning Strategy**

The responses below showed that all participants are experienced in using behavior learning strategy. The behavior learning strategy was divided into five subtypes. There are seeking help from others, sharing thought to others, looking for motivation, making a target, and practicing. All of participants are experinced in seeking help from others and sharing thought to others to simplify them in the learning English. Moreover, participant 1 and 3 are also experienced in looking for motivation. While participant 2 is experinced in practicing the material that has been learned in the learning English. Making a target is only experienced by



participant 1 as strategy in the learning english. Therefore, all of the participants are experienced in a variety strategy of behavior learning strategy.

Participant-1 said:

*“Buat target misalnya 1 hari harus bisa 1 vocab. Iya diulang-ulang aja kalau malam. Selain itu, kalau dirumah cari pembelajaran sendiri, belajar sendiri dirumah, di google, ataupun hari kedepannya ditanyakan kembali ke gurunya. Kadang juga ada teman yang secara nggak langsung tanya ke saya, terus saya jelasin ke dia. Sehingga saya menjadi lebih mengerti dan mengingat materi tersebut secara tidak langsung ketika mengajari teman. Terus saya juga sangat suka mencari motivasi terlebih dahulu sebelum mempelajari materi-materi tertentu.” (S2. 1.4, 1.1, 1.2, 1.3)*

Translation:

Setting a target, for example, 1 day should be able to remember 1 vocabulary. In addition, I am looking for another learning at home, study by myself at home, on google, or in the next meeting, I will ask the teacher again. Sometimes there are friends who ask me indirectly, I continue to explain to him. So that I understand and remember the material more indirectly when sharing to friends. Then I also really like to find motivation first before studying certain materials. (S2. 1.4, 1.1, 1.2, 1.3)

Participant-2 said:

*“Kalau speaking ya biasanya praktekin pengucapannya di depan cermin sendiri beberapa kali sampai yakin kalau pengucapannya sudah benar. Ada juga liat di youtube. Misal kaya belajar tenses, satu kata kerja digunakan ke beberapa bentuk tenses. Kadang juga pake google translate, dengerin pengucapannya beberapa kali terus praktekin sendiri. Terus kalau vocab ketika tidak sengaja mengajari teman. Jadi dengan kasih tahu artinya ke teman, saya sendiri menjadi lebih benar-benar ingat arti dari suatu vocab tersebut” (S2. 1.5, 1.1, 1.2)*

Translation:

For speaking, I usually practice my pronunciation in front of the mirror myself several times until I am sure that the pronunciation is correct. I also watch on YouTube. For example, if I am learning tenses, one verb is used in several forms of tenses. Sometimes I also use google translate, listen to the pronunciation several times and practice on my own. Then if vocabulary when accidentally teach a friend. So by telling the meaning to a friend, I myself can really remember the meaning of a vocabulary. (S2. 2.5, 2.1, 2.2)

Participant-3 said:

“Materi yang saya tidak pahami, akan saya tanyakan kembali ke gurunya ketika masih berada di kelas dalam proses pembelajaran berlangsung. Terkadang enggak sengaja ngajarin teman terus jadi lebih mengerti lagi dengan materi tersebut secara tidak langsung karena itu dapat mengekspos pikiran saya tentang materi itu. Terkadang saya juga memotivasi diri untuk belajar bahasa inggris. Memberi semangat buat diri saya sendiri supaya secara tidak langsung saya akan lebih mudah menangkap materi pembelajaran Bahasa inggris.” (S2. 1.1, 1.2, 1.3)

Translation:

The material that I did not understand, I will ask the teacher back when I was in class in the learning process. Sometimes I accidentally teach my friends to continue to understand more about the material indirectly because it can expose my thoughts about the material. Sometimes I also motivate myself to learn English. Encourage myself so that indirectly I will find it easier to capture English learning materials. (S2. 1.1, 1.2, 1.3)

The answer above showed that they had varied strategies in learning English. All of them are experienced in using both Cognitive Learning Strategy and Behavior Learning Strategy. However, they still had a variety of ways of applying both strategies.

## **B. Discussion**

Based on the case analysis, the researcher would like to examine the research questions in this study. The research question is “What strategies are used by dyslexia students in learning English?” To answer this research question, the researcher conducted the interview. The purposes of this study is to find out various strategies used by dyslexia students in learning English. There are interesting results regarding dyslexia students’ strategies in learning English. To get a clear idea on the result of this research, the explanation can be drawn as the following.

In the interview, the researcher started to ask them about their perceptions and problems before asking the strategies they used. In accordance with the result, the participants declared that English is a quite easy subject to comprehend. It means they understand English, but sometimes they encounter difficulties in the learning process. It might be challenging for them and they just needed time and a specific process to understand English. Szaszkievicz (2013) asserted that students with dyslexia will find foreign language learning to be a challenging endeavour. Thus, most of participants gave a positive opinion regarding learning English.

After having an observation and interview, it can be concluded that the dyslexia students used varied strategies in learning English. There were two types of strategies that have been used by dyslexia students, namely Cognitive Learning Strategy and Behavior Learning Strategy. One of the types of strategy often used by dyslexia students is Cognitive Learning Strategy because it gives a positive effect to support dyslexia students in learning English. According to Kim, Bungnyum, and Park (2008), the use of cognitive strategies to train students with learning problems is an effort to improve successful learning. This strategy is often used by dyslexia students when they find problems in the learning process.

Elicited from the students' statement, the Cognitive Learning Strategy was classified into three subtypes by summarizing students' answers. The subtype of Cognitive Learning Strategy is attention strategy, organization strategy and coding strategy. Based on the answer, the result showed that all of the participants ever used attention strategies for supporting their learning process such as take note,

highlight and repeat the lessons that have been taught. Olofsson, Ahl, and Taube (2012) contended that specific strategies used by dyslexia students such as taking notes while reading or underlining important facts are strategies that make it quite easy for dyslexia students to learn.

Besides, the result showed that all of the participants also used coding strategy as a support for their learning process such as link information, making symbolic and creating materials groupings. As Olofsson, Ahl, and Taube (2012) argued about the dyslexia students' strategy, which is to use colour as a symbol to help organize their knowledge. But, for organization strategy, one of them said that he never used organization strategy as a support for his learning process while two of them said that organization strategy also helps them in understanding English learning quite well. From the data, the researcher concluded that cognitive learning strategy is a type of strategy that gave many positive effects for dyslexia students to support their English learning process.

The second type of strategy that dyslexia students is Behavior Learning Strategy. This type of strategy is more varied regarding the way dyslexia students' used. The result showed that they more often used this strategy in a different way than cognitive learning strategy. Behaviour learning strategy looks appropriate for dyslexia students in associating with their ability on doing something or solving problems in the learning process.

Acquired from the result, the type of behavior learning strategy were subdivided into five subtypes by coding them with reference to respondents' response. The subtypes of behavior learning strategy is seeking help from others,

sharing thought to others, looking for motivation, making a target and practicing. Based on the participants' answers, all of them have ever sought help from others and shared their thoughts with others. They often seek help from teachers, friends, YouTube, google, and any other learning application. They said that using technological tools as you tube, google, and any other learning application gave them convenience in the learning process. Taking advantage of the fact that children enjoy watching TV and videos on the Internet. Sudek and Encinas (2019) claimed that dyslexia students can use visual cues for understanding basic vocabulary and grammar through watching, listening and speaking because by using learning technology associated with the use of technology in the classroom will be increased. Olofsson, Ahl, and Taube (2012) had recommended students with dyslexia "to seek support from persons in the student's family and among friends, their study group, the university language workshop, the study counsellor and in some cases a speech therapist" (p. 8).

In addition, two of them are also looking for motivation for supporting their learning process. They said that looking for motivation is one of good strategies because it can instil a good mind set on English learning such as instilling in themselves that English is very important for their future. Looking for motivation in learning is a common strategy that is often used by dyslexia students to think positively and encourage themselves (Olofsson, Ahl & Taube, 2012). For making a target, only one of them applied this strategy in the learning process. The participant said that making a target of learning makes him master learning English faster. Furthermore, one of them used practicing strategy in



speaking lessons to provide convenience in English pronunciations and also get used to the pronunciations.

Finally, the participant found many conveniences after using those strategies. They said that using strategies in learning English really helped their learning process and giving them conveniences in using formulas. Therefore, using strategy to support the learning process is a good idea. Kim, Bungnyum, and Park (2008) argued that the application of the learning strategy provides a good influence to achieve the desired results. So, using strategies for dyslexia students gave them a positive effect in supporting English learning process.

In conclusion, there are many strategies that can be used by dyslexia students in learning English. Those strategies can be Cognitive Learning Strategy and Behavior Learning Strategy. But, before using each strategy, it is better if dyslexia students knew their problem in the learning process because each dyslexia student could have a different problem in their learning. It means they can have certain strategies according to the problems they had. Because after using strategies to support their learning process with the differences they have will make it easier for them to learn English.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

After conducting the research, doing the analysis, and presenting the results, this chapter presents the conclusions and offers some suggestions. This chapter is divided into two parts. The first part aims to conclude this research about dyslexia students' strategies in learning English. The second part presents suggestions for further research on the related topic.

#### A. Conclusions

The aim of this study was to find dyslexia students' strategies in learning English. The discussion explored the strategy of dyslexia students of SMA N 1 Bandar Baru who have problems in English learning process and used their own strategies to solve it. Here, the researcher would like to conclude the data collected in the previous chapters.

Based on the analysis of the data from the observation and interviews in the previous chapters that have been described, the conclusions of this study indicates that all students have a variety strategy in learning English. The strategy that students use in learning English is both cognitive learning strategy such as attention strategy, organization strategy, and coding strategy and behavior learning strategy such as seeking help from others, sharing thought to others, looking for motivation and practicing.

Finally, regarding the data which the researcher had analyzed, researchers concluded that the strategies of dyslexia students used during English learning

process are crucial and varied. The students argued that strategies gave them the ease of understanding English with the deficiencies they have. Because the more often they use these strategies in learning English, the more they feel that learning English is not difficult for students like them. Hence, the strategies that dyslexia students itself, gave a positive effect for supporting their learning process.

## **B. Recommendations**

The result of this research is expected by the researcher to be some considerable suggestions for the other future research.

### **1. *The other researchers***

The study findings are expected to be used as a consideration for other researchers who plan to conduct the study focused on dyslexia students in learning English. It is suggested that the researcher follow the study that focuses on different aspects of this research, for example:

- a. Dyslexia students' perception in learning English using a different strategy for each material.
- b. Focusing on the support of school for dyslexia students during the learning process.
- c. Exploring teachers' methods in teaching English to dyslexia students.

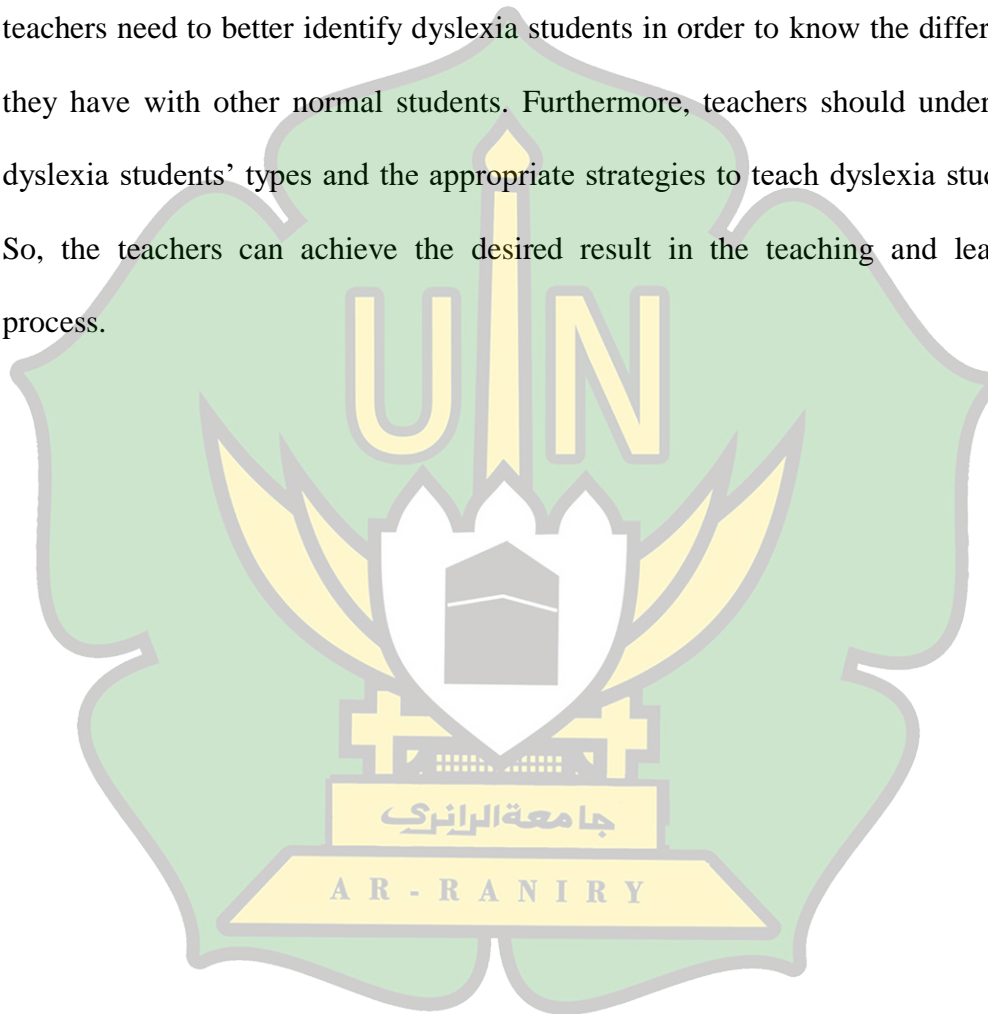
### **2. *Students***

This research can be used as a solution and helps dyslexia students to know what their shortcomings are compared to other students in general. It is

suggested that the dyslexia students know strategies that are appropriate for them so that if they face difficulties in learning English they can handle it well.

### **3. Teachers**

Considering the results of this research, researchers suggested that the teachers need to better identify dyslexia students in order to know the differences they have with other normal students. Furthermore, teachers should understand dyslexia students' types and the appropriate strategies to teach dyslexia students. So, the teachers can achieve the desired result in the teaching and learning process.



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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Nomor : B-17560/UN.08/FTK/KP.07.6/12/2019

**TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN  
UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 November 2019
- MEMUTUSKAN**
- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:
1. Rahmat Yusny, M. TESOL Sebagai Pembimbing Pertama
2. Yuliar Masna, S.Pd.I., M.TESOL Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Saffira
- NIM : 160203196
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Exploring Dyslexia Students' Strategies in Learning English
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 19 Desember 2019  
An. Rektor  
Dekan,

  
Muslim Razali

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.





**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-11021/Un.08/FTK.1/TL.00/10/2020  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
Kepala SMA N 1 Bandar Baru

Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SAFHIRA / 160203196**  
Semester/Jurusan : IX / Pendidikan Bahasa Inggris  
Alamat sekarang : Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Exploring Dyslexia Students' Strategies in Learning English*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 07 Oktober 2020

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. M. Chalis, M.Ag.

Berlaku sampai : 07 Oktober  
2021

جامعة الرانيري

AR - RANIRY



PEMERINTAH ACEH  
**DINAS PENDIDIKAN**  
SMA NEGERI 1 BANDAR BARU



Alamat : Jln. Banda Aceh – Medan Km. 135, ☎ (0653) 822375 Kode Pos 24184 Lueng Putu

**SURAT KETERANGAN**  
**Nomor : 800 / 531 / SMA / 2020**

Berdasarkan Surat Izin Penelitian Nomor B-11021/Un.08/FTK.1/TL.00/10/2020 tanggal 07 Oktober 2020, tentang Izin Pengumpulan Data, maka Kepala Sekolah Menengan Atas (SMA) Negeri 1 Bandar Baru menerangkan :

Nama : SAFHIRA  
NIM : 160203196  
Program Studi : Pendidikan Bahasa Inggris

Yang namanya tersebut diatas benar telah melakukan penelitian/mengumpulkan data di SMA Negeri 1 Bandar Baru pada tanggal 28 Oktober -12 November 2020 untuk penyusunan skripsi dengan judul :

**"EXPLORING DYSLLEXIA STUDENTS' STRATEGIES IN LEARNING ENGLISH"**

Demikian surat keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya.

Lueng Putu, 19 Desember 2020  
Kepala SMA Negeri 1 Bandar Baru  
Kabupaten Pidie Jaya

A R - R A N

(MARZUKI, S.Pd)  
NIP. 196412311988031032



## **Interview Protocol**

Project: **Exploring Dyslexia Students' Strategies in Learning English**

Date : 12 November 2020  
Place : Lueng Putu, kec. Bandar Baru  
Interviewer : Safhira  
Position of Interviewee : SMA N 1 Bandar Baru

The purpose of this study is to find out various strategies used by dyslexia students in learning English. The data will be collected by using semi-structured interview which will be recorded and only used for the research purposes to protect the interviewee's confidentiality based on informed consent. During the interview, you will be asked several questions about the strategies used by dyslexia students' in learning English. The interview process will take approximately 15-20 minutes.

### **The points covered in this research**

1. Interviewee's perception on learning English
2. Interviewee's problems in learning English
3. The strategies in learning English
4. The conveniences after using strategies in learning English

**Title : Exploring Dyslexia Students' Strategies in Learning English**

**Researched by : Safhira**

**Consent Form for Participant in Research Interview**

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please  
initial box

I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions



I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences.



I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with any research materials, and will not be identified or identifiable in the report or reports that results from the research.



I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and the extracts from the interview, from which I would not be personally identified, maybe used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission and that so no one outside the research team will be allowed access to the original recording.



I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study.



I agree to take part in this interview:

FH

Participants' Name

12 November 2020

Date



Signature

Safhira

Researchers' Name

12 November 2020

Date



Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Safhira

Telp : 082360101420

E-mail : [safhirarusli1301@gmail.com](mailto:safhirarusli1301@gmail.com)

**Title : Exploring Dyslexia Students' Strategies in Learning English**

**Researched by : Safhira**

**Consent Form for Participant in Research Interview**

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please  
initial box

I confirm that I have read and understood the information sheet (interview protocol) and have had opportunity to ask questions

☒

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☒

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☒

I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study.

☒

I agree to take part in this interview: **R A N I R Y**

SH

Participants' Name

12 November 2020

Date



Signature

Safhira

Researchers' Name

12 November 2020

Date



Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Safhira

Telp : 082360101420

E-mail : [safhirarusli1301@gmail.com](mailto:safhirarusli1301@gmail.com)



**Title** : Exploring Dyslexia Students' Strategies in Learning English

**Researched by** : Safhira

**Consent Form for Participant in Research Interview**

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please  
initial box

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I agree that my anonymized data will be kept for the future research purpose such as publications related to this study after the completion of the study.



I agree to take part in this interview:

FT

Participants' Name

12 November 2020

Date

*Safhira*

Signature

Safhira

Researchers' Name

12 November 2020

Date

*Safhira*

Signature

If you have any further questions or concerns about this study, please contact:

Name of researcher : Safhira

Telp : 082360101420

E-mail : [safhirarusli1301@gmail.com](mailto:safhirarusli1301@gmail.com)

## INTERVIEW GUIDELINE

Interviewees : Student of SMA N 1 Bandar Baru

Respondent 1 : FH

Q: Apakah kamu menganggap bahwa bahasa inggris itu susah?

A: Menurut saya sendiri, belajar bahasa inggris disini guru kurang memahami materi. Kaya saya kelas 3 banyak diberi nasehat, masukan. Kalau kelas 2 ada sih banyak materi dibandingin kelas 3, maksudnya engga semua guru sama. Kalau belajar bahasa inggris, kalau dikash materi paham sih, Cuma kalau saya sendiri tidak paham translatenya, vocabularynya yang tidak paham. Kalau dijelaskan tentang past tense, tenses itu paham.

Q: Apakah kamu pernah merasakan masalah dalam proses belajar bahasa inggris?

A: Pernah

Q: Seperti yang kita ketahui bahwa materi dalam bahasa inggris banyak, seperti pembelajaran tentang verb, past tense, continous, dan tenses lainnya. Apakah ada diantara materi-materi tersebut yang menurut kamu susah?

A: Kalau belajar bahasa inggris, kalau dikash materi paham sih, Cuma kalau saya sendiri tidak paham translatenya, vocabularynya yang tidak paham. Kalau dijelaskan tentang past tense, tenses itu paham.

Q: Apakah kamu langsung memahami materi yang dijelaskan atau perlu beberapa kali dijelaskan?

A: Ada yang langsung paham dan ada juga yang beberapa kali baru paham.

Q: Berarti masalah yang kamu miliki tentang mengerti atau tidak vocabnya ya?

A: He'eh. Kalau dijelasin paham, tapi waktu disuruh translate atau lengkapi ini itu jadi enggak paham karna enggak paham dari arti teksnya itu.



Q: Biasanya kalau kamu enggak paham tentang materi itu, ada enggak strategi kamu sendiri untuk mengerti dan menghafal vocab tersebut kaya ngulang-ngulang atau dilafalkan dengan jumlah target tertentu biar benar-benar diingat?

A: Kalau untuk bisa vocabulary yaa belajar tiap hari. Ada juga buat target misalnya 1 hari harus bisa 1 vocab. Ada juga saya sendiri mau berkeinginan untuk mengikuti les bahasa inggris.

Q: Berarti strategi untuk vocab itu belajar sama diulang-ulang aja ya?

A: Iya diulang-ulang aja kalau malam.

Q: Kalau misalkan untuk menghafal vocab baru itu biasanya gimana?

A: Kalau saya sendiri, fokus dengan vocab di sekitar saya dulu. Misalnya di kelas harus tahu vocab-vocab yang di kelas semua dulu, seperti kursi, meja, dinding, lampu, hmm sudah tahu semua itu baru diulang nanti apakah betul-betul sudah tahu dengan cara mengetes diri sendiri. Baru nanti dimulai dengan vocab-vocab diluar kelas atau diluar rumah.

Q: Kalau misalkan dibuku kan teksnya panjang, ada misalkan dari teks tersebut kamu enggak tahu artinya dari satu vocab, itu gimana?

A: Biasanya kalau enggak tahu arti vocab dari suatu teks ya cari dulu artinya.

Q: Apakah setelah cari arti tersebut langsung ingat arti vocabnya?

A: Nah itu kelemahan saya lagi kalau bahasa inggris itu kan artinya enggak lurus terus dan ada ulang-ulangnya kan, itu juga kurang paham juga dari bahasa inggris.

Q: O iya karena dari satu vocab itu juga bisa jadi beberapa arti juga kan?

A: Eu ada juga misalnya artinya diulang kan, bukan dari sini lurus terus.

Q: Maksudnya diulang?

A: Maksudnya eu... gimana ya? Eu enggak sesuai gitu. Misalnya artinya itu enggak kaya dari kalimat pertama diambil, bisa dari akhir kalimat, enggak kaya bahasa indonesia.

Q: Seperti yang kamu katakan diatas bahwasanya kamu sering ngulang-ngulang cara mengingatnya. Apakah kamu merasakan ada kemudahan dalam proses pembelajaran?

A: Hmm menurut saya itu sangat memudahkan karena saya sudah terbiasa dengan vocab dan materi yang saya pelajari tersebut. Sehingga untuk pertemuan kedepan nanti, kalau ada ketemu kata-kata tersebut jadi sudah bisa.

Q: Setiap kali kamu memakai strategi tersebut, apakah kamu merasa bahwa belajar bahasa inggris lebih enak, lebih asik, lebih mudah mungkin keseluruhan belajar bahasa inggris?

A: Hmm kalau pake strategi-strategi tersebut kaya diulang-ulang, hmm dipelajari vocabulary, menurut saya itu ada kemudahan lah ketimbang hari-hari dulu yang tidak tahu sama sekali tentang vocabulary.

Q: Seperti yang kita ketahui bahwa setiap orang kemampuannya itu beda-beda kan, ada yang semakin meningkat atau semakin menurun. Apakah itu ada dipengaruhi oleh pemikiran kamu terhadap pelajaran bahasa inggris?

A: Kalau bahasa inggris, pertama rumus pun enggak tahu semua, dimana penggunaan-penggunaannya kaya shall, dimana bla bla ini ini itu. Ada juga yang kedua vocabnya banyak yang belum tahu, masih kurang sekali. Ketiga, kelemahan saya enggakbisa bahasa inggris, artinya enggak berjalan dengan lurus seperti bahasa indonesia. Itu tiga poinnya.

Q: Seperti yang kamu sebutkan diatas bahwa rumusnya itu enggak ngerti. Itu kamu yang enggak ngerti atau gurunya yang enggak jelasin atau gurunya sudah pernah menjelaskan tapi kamu lupa karena dijelasinnya sekali saja tanpa diulang-ulang?

A: Kalau dijelasin ada sih, hmm tapi kurang dan jarang diulang-ulang makanya jadi enggak ingat.

## Interview 2

Q: Apakah kamu memiliki masalah lain dalam belajar bahasa inggris selain yang sudah kamu sebutkan sebelumnya?

A: Hmm.. masalah saya sendiri dalam belajar bahasa inggris, kurang tahu rumusnya dimana penggunaan ini dimana penggunaan itu.

Q: Apakah sebenarnya setiap rumus-rumus tersebut sudah pernah dijelaskan oleh guru yang mengajarkan materi tersebut?

A: Enggak semua sih. Eu... kalau SMA pun dijelaskan sikit-sikit tapi tidak terlalu dalam. Dijelasinnya Cuma sekedar saja tanpa diperdalam. Jadi susah ngertinya.

Q: Gimana cara kamu tersendiri untuk mengerti jika gurunya Cuma menjelaskan sekedar gitu aja?

A: Hmm.. cari...kalau dirumah cari pembelajaran sendiri, belajar sendiri dirumah, di google, ataupun hari kedepannya ditanyakan kembali ke gurunya.

Q: Misalkan ada materi yang sudah kamu mengerti, bagaimana strategi kamu supaya ilmu tersebut benar-benar kamu pahami dengan baik?

A: Hmm.. menurut saya sendiri, eu... pengalaman saya sendiri, pelajaran yang sudah guru ajarkan hari ini, saya akan mengulangi lagi ketika sudah berada di rumah. Hmm.. belajar lebih dalam lagi tentang suatu materi itu. Kadang juga ada teman yang secara enggak langsung nanya ke saya, terus saya jelasin ke dia. Sehingga saya menjadi lebih mengerti dan mengingat materi tersebut secara tidak langsung ketika mengajari teman.

Q: Apa saja materi yang kamu ajarkan ke teman yang membuat kamu lebih mengingatnya?

A: Hmm biasanya kalau ditanya vocab sih. Jadi tambah ingat karena udah kasih tahu teman.

Q: Apakah kamu memiliki strategi lain supaya proses pembelajaran bahasa inggris tersebut membuat kamu lebih nyaman?

A: Eu..ada sih. Saya sangat suka mencari motivasi terlebih dahulu sebelum mempelajari materi-materi tertentu. Apalagi bahasa inggris yang gimana ya?, hmm kurang lah dari pelajaran-pelajaran lain kalau saya sendiri. Makanya saya mencari motivasi ataupun mengikuti bimbel, les supaya lumayan mudah belajar bahasa inggris.

Q: Apakah ada strategi selain itu?

A: Ada sih kalau vocab. Misalnya menghafal vocab satu-satu sampai sepuluh, setelah itu diulang kembali dari pertama sampai sepuluh itu untuk memastikan bahwa saya sudah benar-benar mengingat vocab-vocab tersebut.

Q: Apakah kamu juga merasakan masalah yang berbeda dengan materi lain?

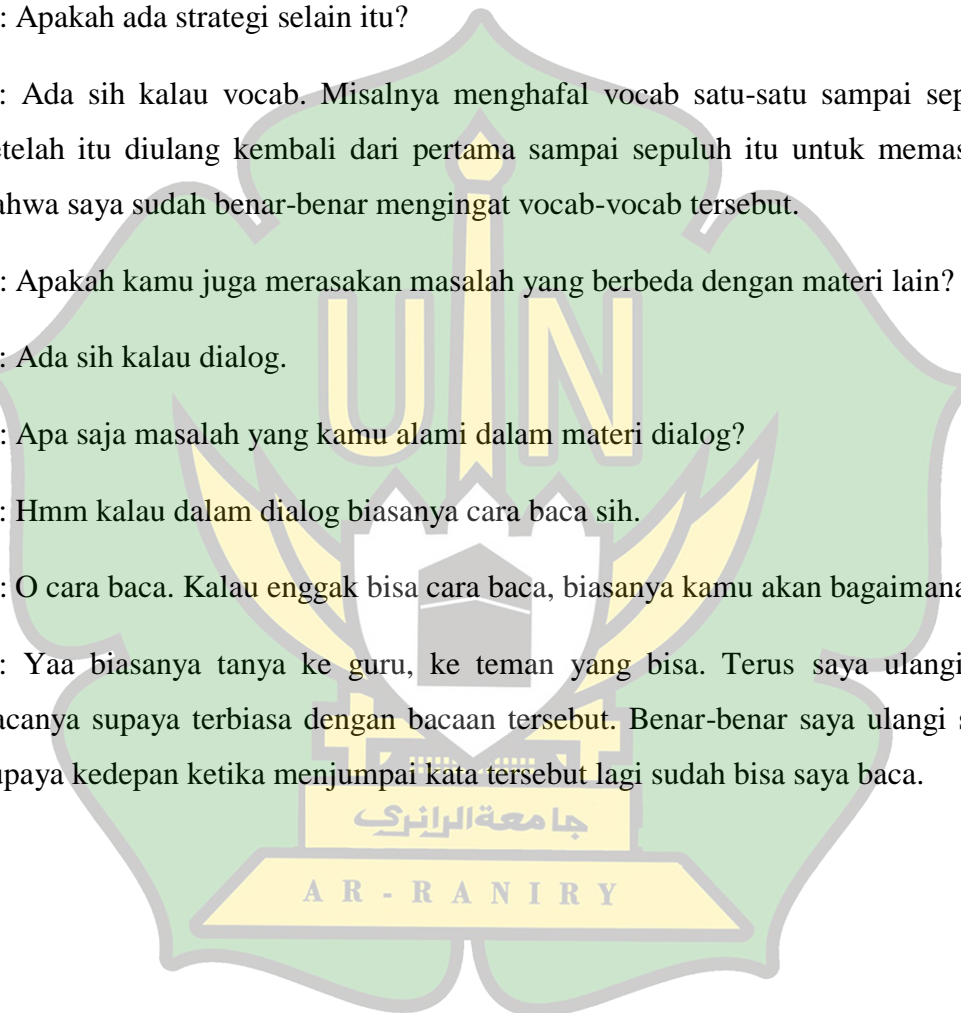
A: Ada sih kalau dialog.

Q: Apa saja masalah yang kamu alami dalam materi dialog?

A: Hmm kalau dalam dialog biasanya cara baca sih.

Q: O cara baca. Kalau enggak bisa cara baca, biasanya kamu akan bagaimana?

A: Yaa biasanya tanya ke guru, ke teman yang bisa. Terus saya ulangi cara bacanya supaya terbiasa dengan bacaan tersebut. Benar-benar saya ulangi selalu supaya kedepan ketika menjumpai kata tersebut lagi sudah bisa saya baca.



## INTERVIEW GUIDELINE

Interviewees : Student of SMA N 1 Bandar Baru

Respondent 2 : SH

Q: Menurut kamu, apakah belajar bahasa inggris susah atau enggak?

A: Menurut saya, bahasa inggris enggak susah, sama juga kaya bahasa indonesia kan. Cuma yang membuatnya susah itu waktu di proses pembelajarannya. Kan kalau di bahasa indonesia kita diajarinnya secara bertahap. Dari abjat, kemudian diajarin membaca kan. Kalau bahasa inggris kaya lebih fokus ke teks gitu, Cuma kalau diajarin tentang tenses itu kaya formal, enggak terbiasa, enggak dibiasain.

Q: Berarti masalah kamu dalam belajar bahasa inggris itu apa?

A: Proses pembelajarannya. Gurunya lebih fokus ke materi tapi enggak biasa speakingnya. Jadi walaupun bisa materi, tapi enggak bisa ngomong. Kalau bahasa indonesia beda kan, kalau diajarin materi tetap bisa ngomong, kalau bahasa inggris enggak.

Q: Berarti masalah kamu dalam belajar bahasa inggris itu apa? Apakah vocabnya? Atau rumusnya?

A: Rumusnya yang di grammar dan tensesnya. Enggak tahu dimana menggunakannya. Kan kaya simple present misalnya kan, simple present sama continuous kan sama-sama masa sekarang, jadi enggak tahu itu yang mana menggunakannya.

Q: Apakah gurunya pernah menjelaskan mengenai perbedaannya?

A: Hmm kayanya sih enggak. Cuma diajarin rumusnya doang terus dikasih contoh satu, udah gitu aja terus disuruh nulis.

Q: Jadi masalah kamu dalam pembelajaran bahasa inggris itu dirumus ya?

A: Hmm iya.



Q: Apakah masalahnya mungkin karena penjelasannya Cuma sekali terus susah diingat?

A: Iya. Soalnya kalau didalam teks jadi bingung karena enggak ditekanin lagi penjelasannya ketika didalam teks.

Q: Apakah kamu ada strategi tersendiri dalam mengatasi masalah tentang kesusahan memahami rumus-rumus tersebut?

A: Ada.

Q: Bagaimana kamu mengatasi masalah kamu dalam mempelajari rumus-rumus tersebut?

A: Biasanya kalau tentang rumus itu, seringnya diulang-ulang dirumah. Misalnya kan dikamus ada rumus-rumusnya, nanti disitu baca-baca juga sama lihat-lihat contohnya. Dari situ bisa belajar nanti.

Q: O berarti ngulang aja dirumah kaya pake contoh-contoh yang lain ya?

A: Hmm iya

Q: Apakah kamu mengulangnya setiap sudah dipelajari atau kamu ulang tiap minggu untuk memastikan bahwa kamu sudah benar-benar mengerti atau bagaimana?

A: Hmm enggak tentu sih. Kalau memang ada waktu ya langsung diulang gitu, kalau enggak ya enggak.

Q: Bagaimana kamu menggunakan/mengaplikasikan strategi yang biasa kamu gunakan di rumah tersebut ketika kamu berada di sekolah?

A: Sama aja gitu kaya dirumah. Karena kalau mau ngomong pun enggak ada teman. Kalau enggak dibuku kan ada teksnya gitu, nanti bisa bedain ini misalnya present atau past gitu. Kaya mencoba mencari yang sesuai dengan rumus yang sudah dipelajari tersebut.

Q: Apakah kamu merasakan kemudahan setelah menggunakan strategi tersebut?

A: Hmm mudahnya kalau dalam teks, tapi kalau speaking enggak.

Q: Gimana kalau di speaking?

A: Kalau speaking jadi lupa lagi. Karena mungkin kurang praktek sehari-hari.

Q: Apakah secara keseluruhannya setelah menggunakan strategi tersebut kamu merasakan kalau belajar bahasa Inggris menjadi lebih mudah?

A: Iya lebih mudah. Karena kan kalau kita udah tahu itu rumusnya apa, jadi kita tahu gunainnya masa lalu kah atau masa depan atau masa sekarang.

## Interview 2

Q: Apakah kamu merasakan masalah dalam mempelajari bahasa Inggris selain yang sudah kamu sebutkan?

A: Kalau saya sih, lebih ke masalah hafal vocabnya. Karena seringkali setelah saya hafal, beberapa waktu kemudian jadi lupa lagi.

Q: Apakah ada strategi lain selain yang sudah kamu sebutkan dalam memudahkan kamu memahami pembelajaran bahasa Inggris?

A: Ada juga liat di youtube. Misal kaya belajar tenses, satu kata kerja digunakan ke beberapa bentuk tenses.

Q: Bagaimana dengan materi yang ada rumusnya?

A: Kalau rumus, sering juga dihubungi ke materi-materi yang sudah dipelajari sebelumnya. Kaya antara rumus ini dengan rumus ini apa perbedaannya. Jadi nanti bisa lebih ingat dan lebih ngerti kalau udah membandingkan dan mengetahui perbedaan-perbedaan rumus yang baru dipelajari dengan rumus yang sudah dipelajari sebelum-sebelumnya.

Q: Apa ada lagi strategi selain itu?

A: Ada. Biasanya kalau vocab pas enggak sengaja mengari teman. Jadi dengan kasih tahu artinya ke teman, saya sendiri menjadi lebih benar-benar ingat arti dari suatu vocab tersebut.

Q: Apakah kamu juga suka mengelompokan materi-materi tertentu?

A: Kalau mengelompokan secara langsung enggak ada. Tapi kalau liat dikamus iya buat ingat vocab. Misalnya di kamus kan ada tu pengelompokan vocab-vocabnya, kaya vocab-vocab yang berhubungan dengan rumah dikelompokan menjadi satu tempat supaya mudah diingat. Oya, selain itu kalau untuk vocab saya juga suka belajar di aplikasi gitu yang ada di playstore.

Q: Gimana cara belajar menggunakan aplikasi tersebut?

A: Kalau belajar disitu...misalnya kan ada gambar, terus aplikasi itu sebutin dalam bahasa inggris tanpa menulis artinya lagi. Jadi saya Cuma melihat gambar dari vocab tersebut supaya lebih ingat dengan melihat gambar benda tersebut. Atau dengan cara sering-sering mendengar pengucapan vocab tersebut dalam bahasa inggris. Kadang juga pake google translate, dengar in pengucapannya beberapa kali terus praktekin sendiri.

Q: Biasanya kalau praktekin itu gimana?

A: Biasanya ya praktekin pengucapannya di depan cermin sendiri beberapa kali sampai yakin kalau pengucapannya sudah benar.

Q: Bagaimana dengan materi mengenai tenses?

A: O iya ada.. kalau tenses saya ada buku khusus untuk menulis materi tenses supaya memudahkan dalam mengingat.

Q: Apakah dengan menggunakan semua strategi yang kamu telah sebutkan membuat kamu menjadi lebih mudah dalam mempelajari bahasa inggris?

A: Mudah. Lebih mudahnya kalau pas di teks-teks gitu. Jadi lebih mudah memahami.

## INTERVIEW GUIDELINE

Interviewees : Student of SMA N 1 Bandar Baru

Respondent 3 : FT

Q: Bagi kamu, apakah belajar bahasa inggris itu susah atau bagaimana?

A: Susah

Q: Apakah kamu merasakan masalah dalam belajar bahasa inggris?

A: Heheh...dari penjelasan gurunya. Terkadang penjelasan itu hanya bisa dicapai oleh orang-orang yang memiliki IQ tinggi. Sedangkan bagi beberapa orang tetap susah untuk dimengerti. Seringkali guru Cuma menjelaskan sekali saja tanpa mengulanginya beberapa kali. Jadi materinya enggak ingat dan enggak langsung ngerti.

Q: Apakah kamu mengalami masalah tersebut dimateri-materi tertentu atau bagaimana?

A: Tidak. Hampir di semua materi pembelajaran bahasa inggris.

Q: Apakah kamu memiliki strategi tersendiri dalam memahami materi-materi tersebut?

A: Hmm ada sih

Q: Gimana strategi-strategi yang kamu gunakan tersebut?

A: Eu ya nanya-nanya apa yang enggak bisa. Kaya vocabulary diulang-ulang lagi sampai bisa mau sebanyak apapun itu.

Q: Berarti enggak ada ketentuan tertentu ya kaya nentuin berapa kali harus diulang?

A: Yaa enggak ada. Karena kan enggak tahu juga berapa kali diulang baru bisa. Karena tergantung sama kesusahan suatu vocab gitu.

Q: Bagaimana kalau kesusahan dalam materi rumus-rumus di tenses?

A: Yaa enggak bisa juga. Karena guru Cuma menjelaskan. Di rumah biasanya ngulang-ngulang aja. Kalau enggak bisa nanya ke temen terus ngulang lagi.

Q: Apakah kamu merasakan kemudahan setelah menggunakan strategi tersebut?

A: Ada yang menjadi lebih mudah, ada juga yang masih terasa sulit. Tergantung sama materinya lagi.

Q: Apa yang kamu rasakan terhadap pembelajaran bahasa inggris setelah menggunakan strategi tersebut?

A: Hmm tetap merasa susah sih. Cuma kalau pakai strategi jadi lebih mudah. Karena terkadang susah mengerti, terkadang juga lama karena enggak tahu artinya. Jadi cari tahu artinya dulu baru bisa lanjutin yang mau dikerjakan.

## Interview 2

Q: Apakah kamu memiliki masalah lain dalam belajar bahasa inggris selain yang sudah kamu sebutkan sebelumnya?

A: Susah untuk belajar bahasa inggris itu mulai dari membaca, menghafal kosakatanya, susah waktu terjemahin arti gitu.

Q: Apakah kamu juga pernah mengalami lupa terhadap materi yang sudah guru ajarkan?

A: Pernah, karena gurunya Cuma sekali kasih tahu. Sekali dijelasin enggak langsung bisa nangkap apa yang dijelasin, kadang butuh penjelasan guru berulang-rulang baru mengerti. Terus nanti perlu belajar lagi juga.

Q: Bagaimana cara kamu untuk mempermudah dan dapat mengingat semua pembelajaran yang sudah diajarkan?

A: Menanyakan kembali ke gurunya ketika masih berada di kelas dalam proses pembelajaran berlangsung. Karena kalau saya tidak menanyakan kembali,



gurunya hanya akan menjelaskan sekali saja dan saya sering tidak bisa menangkap materi yang diajarkan.

Q: Apakah setelah guru tersebut menjelaskan kembali materi yang kamu tanyakan membuat kamu langsung bisa mengingat materi tersebut?

A: Enggak, perlu ulang lagi juga.

Q: Apakah kamu memiliki strategi tersendiri untuk mempermudah kamu mempelajari bahasa inggris?

A: Sering baca-baca, sering perhatiin terus sering ngulang-ngulang gitu.

Q: Apakah ada lagi strategi selain itu?

A: Ada juga. Terkadang enggak sengaja ngajarin teman terus jadi lebih mengerti lagi dengan materi tersebut secara tidak langsung. Misalkan teman tanya ke saya kan, terus saya jelasin. Sama juga mengekspos pikiran saya sendiri gitu apakah saya bisa atau enggak tentang materi itu.

Q: Bagaimana dengan pembelajaran tentang materi tenses?

A: Yaa buat kalimat gitu yang sama lah tapi pakai rumus yang berbeda-beda. Misalkan satu kalimat dipakai dalam beberapa rumus yang berbeda.

Q: Bagaimana cara kamu untuk mempermudah dalam mengingat vocab-vocab baru?

A: Sesekali saya mengelompokan vocab-vocab tersebut sesuai tempatnya. Karena kalau dikelompokan akan lebih mudah gitu untuk dihafal ataupun untuk di ingat gitu.

Q: Apakah kamu memiliki strategi lain untuk mempermudah kamu mengingat vocab-vocab baru?

A: Ada juga.

Q: Bagaimana strategi tersebut?

A: Saya hafal dulu vocabnya, kalau udah bisa hafal baru coba tulis gitu. Jadi saya mempraktekan dua cara tersebut.

Q: Bagaimana dengan vocab yang sudah lama kamu hafal tetapi kamu temui lagi dalam jangka waktu yang lama?

A: Yaa harus merenung dulu untuk mengingat. Karena kan udah lama gitu, pasti lupa. Jadi perlu pengulangan yang lebih. Terkadang saya juga memotivasi diri untu belajar bahasa inggris.

Q: Apa maksud kamu memotivasi diri dalam belajar bahasa inggris?

A: Eu... kaya harus mikir gitu kalau bahasa inggris itu penting. Kalau engga bisa nanti bakal susah kedepannya

Q: Apakah kamu merasakan adanya kemudahan dengan menggunakan strategi-strategi tersebut secara keseluruhan?

A: Iya kebanyakannya. Ada juga yang terkadang masih terasa sulit dalam materi-materi tertentu. Tapi untuk keseluruhannya mudah sih karena itu strategi-strategi yang secara tidak sadar saya gunakan ketika seringkali saya mengalami kesusahan dalam belajar bahasa inggris. Jadi itu memudahkan, walaupun ada materi-materi tertentu yang masih terasa agak sulit karena mungkin daya tangkap saya yang kurang ketika belajar bahasa inggris.

